



Safeguarding and Child Protection Policy

Enquire Learning Trust

Ever Curious, Always Learning

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Contents

1.	Whole school safeguarding policy framework	3	
2.	Whole school safeguarding policy purpose and aims	5	
3.	Ethos		5
4.	Responsibilities and expectations	5	
5.	Recognising concerns, signs and indicators of abuse	8	
6.	Managing allegations	16	
7.	Training	17	
8.	Current Safeguarding issues	21	
9.	Appendix A	35	
10.	Appendix B	36	
11.	Appendix C	37	
12.	Appendix D	39	

Version History

Date	Author	Version	Comment
Sep 19	JH	1	
Sept 20	Dawn Thurston	2	Updated for Southcoates Primary Academy

All staff employed at The Enquire Learning Trust (Trust) will be required, on an annual basis, to sign to the effect they have read and understand the content of this policy as

well as Part 1 (and Annex A if they work directly with children) of Keeping Children Safe in Education (2018).

1. Whole school safeguarding policy framework

Legislation

Section 175 of the **Education Act 2002** places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

Under section 10 of the **Children Act 2004**, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

Counter Terrorism and Security Act 2015, Section 26 Applies to schools and other providers;

To have due regard to the need to prevent people being drawn into terrorism.

Serious Crime Act 2015 includes the mandatory reporting of FGM.

Guidance and Statutory Guidance

Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2019 can be found at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguarding Children (2018)

Covers the legislative requirements and expectations on all services working with children (including schools and colleges) to safeguard and promote the welfare of Children. The safeguarding Partners of Health, Police and Local Authority will make arrangements for education to be fully engaged in their local area arrangements

Working Together to Safeguard Children 2018 can be found at www.gov.uk/government/publications/working-together-to-safeguard-children--2.

The **Education Inspection Framework** (September 2019) for inspectors gives guidance framework for inspecting safeguarding arrangements within schools and education settings. Schools and education settings will be judged on:

- their ability to keep pupils safe whether within or out of school;
- their effectiveness in preventing and tackling discrimination and bullying including cyber bullying racist and homophobic bullying.
- action taken following a serious safeguarding incident including e-safety.
- the understanding, resilience and response of its pupils to risks and extremist behaviour.
- how the school manages attendance, punctuality, persistent absence and exclusions and;
- how the school engages with its community including with parents, carers, staff and Governors.

Ofsted updated their guidance document '**Inspecting safeguarding in early years, education and skills**' in **September 2018**

The Enquire Learning Trust model policy has been adapted and personalised by individual academies to make it relevant to their particular context in relation to our local community and needs. This statutory policy will be reviewed at least annually following review by The Enquire Learning Trust in order to keep it updated in line with local and national guidance/legislation.

The Safeguarding Policy is available to parents/carers on the academy website which has a translate function for inclusion, and hard copies of the policy to be available throughout school.

It is to be read in conjunction with

What to do if you are worried a child is being abused 2015

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-beingabused--2>

Prevent Duty Guidance: England and Wales 2015

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

All staff should also have read:

- Staff code of Conduct
- **Southcoates Primary Academy's** Behaviour Policy
- **Southcoates Primary Academy's** policy in relation to Children Missing Education (CME)

2. Whole school safeguarding policy purpose and aims.

The purpose of this safeguarding policy is to provide a secure framework for all employees in safeguarding and promoting the welfare of all our pupils. This policy aims to ensure that:

- All pupils are safe and protected from harm.
- Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices.

- All staff are provided with the necessary information to enable them to meet their child protection responsibilities and ensure consistent good practice.
- Staff and other adults consider wider environmental factors in a child's life that may be a threat to their safety and welfare. (Contextualised Safeguarding)
- Staff, pupils, governors, visitors, volunteers and parents/carers are aware of the expected behaviours and the establishment's legal responsibilities in relation to its pupils.
- There is a culture of transparency, openness and, if needed, challenge with regards to maintaining high standards in safeguarding.

3. Ethos

Safeguarding is everyone's responsibility and as such the Trust aims to create the safest environment in which every pupil has the opportunity to be safe and achieve their full potential, regardless of their age, gender, ability, culture, race, language, religion or sexual identity. The Trust aims to develop a culture of vigilance in its schools.

We recognise the contribution we can make in ensuring that all pupils feel that they are listened to, and that appropriate action is taken to any concerns they may raise. We will do this by working in partnership with other agencies, and establishing effective working relationships with parents/carers. We will work with pupils to provide activities and opportunities throughout our curriculum that will help to equip all children and young people with the ability to recognise when they are at risk and how to seek help when they need it. This will include learning experiences that will encourage all children and young people to develop essential life skills and protective behaviours.

4. Responsibilities and expectations.

The Enquire Learning Trust has a Board of Trustees whose legal responsibility it is to ensure that we have an effective safeguarding policy and procedures in place and to monitor that we comply with them.

Responsibilities of the Academy Improvement Committee

The **Principal** is responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

The **Academy Improvement Committee** (AIC) and any management committees are accountable for ensuring the effectiveness of this policy and compliance with it. Although the AIC takes collective responsibility to safeguard and promote the welfare of students, there is also a named governor who champions safeguarding within the school.

The Trust's named Trustee for safeguarding is Richard Hildyard. They can be contacted by phone on 01924 792960

The **Principal** will ensure that all staff in their academy read at least part one (and Annex A if they work directly with children) of DfE statutory guidance, **Keeping children safe in education, September 2018**, 'Safeguarding information for all staff'.

The **Principal** will consider how children are taught to keep themselves safe, via the curriculum and other methods and how student voice provides feedback for the pupils' opinions.

The **Principal** will have an appropriate response to children who go missing from education and inform and report to the Local Authority safeguarding partnership when required. They will ensure where possible the school holds more than one emergency contact number for students.

It is the responsibility of the **Principal** to ensure that all staff and volunteers are properly vetted (and/or supervised) to make sure they are safe to work with the pupils who attend our academies and that we have procedures for handling allegations of abuse made against members of staff (including the principal and volunteer helpers).

Responsibilities of the Principal

The Principal of each academy will ensure that the policies and procedures adopted by Trustees are fully implemented, and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

The Principal ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.

The Principal will liaise with the Designated Officer/LADO where an allegation is made against a member of staff and ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

The Principal will ensure that staff, time and resources are allocated for the pupils to be taught about safeguarding themselves. So that pupils will recognise when they are at risk and how to get help when they need it, including online.

The Principal will make arrangements to ensure that visitors and supply staff are aware of the school's safeguarding reporting procedures.

Responsibilities of the Designated Safeguarding Lead (DSL)

The school's lead person with overall responsibility for child protection and safeguarding is the **designated safeguarding lead (DSL)**. The role of DSL will be explicit in that person's job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The school has **2** deputy DSL(s) to ensure there is appropriate cover for this role at all times. Our DSL is **Dawn Thurston** and the Deputy DSLs are **Ted Chamberlain and Tom Libera**

- The DSL is responsible for maintaining accurate and up to date records of all safeguarding concerns.
- The DSL should liaise with the Principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

- The DSL should ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff.
- The Designated Safeguarding Lead (DSL) is responsible for ensuring that all safeguarding issues raised are effectively responded to, recorded and referred to the appropriate agency. For example, the DSL is responsible for referring cases to Children's Social Care if there are signs of abuse, to Channel if there are radicalisation concerns, and to the police if a crime has been committed.
- The DSL should understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements. They should also have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- They are responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in the school/establishment and that this training takes place at least every two years. They should act as a source of support, advice and expertise for other staff.
- The DSL ensures that safeguarding procedures are in line with those of the Local Safeguarding Partnerships' protocols, including mandatory attendance at any Local Safeguarding Partnerships' training programmes and receiving monitoring visits from the professional advisor or local authority delegated staff.
- The DSL ensures that a senior member of staff who has the relevant training and access to appropriate supervision, attends: all conferences, core groups or meetings where it concerns a child at one of our academies and to contribute to multi-agency discussions to safeguard and promote the child's welfare.
- The DSL ensures that the Local Safeguarding Partnership Audit is completed and submitted annually. When the audit highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the named governor for safeguarding to ensure these improvements are implemented. The audit is to be shared annually with the local authority and the Trust, which will have an auditing role in ensuring that the academy is meeting its safeguarding requirements under sec 175/157 of the Education Act 2002 for both maintained and independent schools.

The DSL and DDSLs should have access to appropriate supervision separate from any appraisal process.

The emergency telephone numbers for parents/pupils who have concerns regarding child protection are:

- **EHASH 01482 448879**

Responsibilities of all staff

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a significant role to play in safeguarding children.

All child protection concerns need to be acted on immediately. If staff at **Southcoates Primary Academy** are concerned that a child may be at risk or is actually suffering abuse, they should inform the academy's DSL immediately. They should also follow the procedure set out in this policy which are in line with the **Local Safeguarding Partnership**.

All adults have a duty to refer all known or suspected cases of abuse to their local authority children's services or the police. Where a disclosure is made to a visiting staff member from a different agency, e.g. school nurse, education welfare officer, it is the responsibility of that agency staff to formally report the referral to the designated child protection lead in the first instance. A referral should not be delayed if it is felt/identified that a child is at immediate risk.

Inter-Agency Working.

We develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the Police and Children's Social Care.

We ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

We participate in serious case reviews, other reviews and file audits as and when required to do so by the Local Safeguarding Children Board, Safeguarding partners, the Police, the Courts or other organisation with appropriate authority.

Child protection

The following guidance ensures that all academies have effective systems in place to address any concerns regarding child protection. Should any academy require additional, local procedures or protocols reflecting their individual context, these should be included.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection and justice.

5. Recognising concerns, signs and indicators of abuse.

Safeguarding is not just about protecting children from deliberate harm. It includes pupil safety, peer on peer abuse, child criminal exploitation, racist abuse and harassment, educational visits, intimate care, children missing education and online safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse can take place in any family, institution or community setting, by phone or on the internet. Abuse can often be difficult to recognise as children/young people may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list:

Physical abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating or otherwise causing physical harm to a child/young person. It can also result when a parent/carer deliberately causes the ill health of a child/young person in order to seek attention through fabricated or induced illness. Physical abuse is usually accompanied with other forms of abuse such as emotional abuse.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child/young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children/young people. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children/young person frequently to feel frightened or in danger, or the exploitation or corruption of children/young person.

- Some level of emotional abuse is involved in all types of maltreatment of a child/young person, though it may occur alone. Symptoms that indicate emotional abuse include:
Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/young person is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as, masturbation, kissing, rubbing and touching outside of clothing. They may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging

children/young people to behave in sexually inappropriate ways, or grooming a child/young person in preparation for abuse (including via the internet). Sexual abuse is not solely

perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children/young people.

Neglect

Neglect is the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child/young person is born, neglect may involve a parent/carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child/young person's basic emotional needs.

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- ✓ Do stay calm and listen carefully.
- ✓ Do reassure them that they have done the right thing in telling you.
- ✓ Do not investigate or ask leading questions. (Use the TED method, Tell, Explain, Describe to ensure that your questions are not leading)
- ✓ Do let them know that you will need to tell someone else. ✓ Do not promise to keep what they have told you a secret. ✓ Do inform your Designated Safeguarding Lead as soon as possible.
- ✓ Do make a written record of the allegation, disclosure or incident which you must sign, date and record your position **and record the allegation directly onto CPOMS.**
- ✓ Do not include your opinion without stating it is your opinion.
- ✓ Do refer without delay.

Dealing with concerns or disclosures regarding a child or young person

Reporting concerns to the DSL.

Welfare concerns must be logged on CPOMS and the Safeguarding Lead Officer notified before the end of the school day. This includes concerns raised by others, including support staff, parents and volunteers in school. This may instigate 'early help' systems. CPOMS is checked by the Safeguarding Lead Officer each day.

- **General Welfare Concern** – child inappropriately dressed- e.g. clothes too small, inappropriate footwear, unkempt, dirty, smelly, poor dental hygiene, on-going changes in behaviour, observed behaviours of parent/carer with child, visible injuries to the child that are explainable – e.g. 'My sister scratched me when I was playing.'
- **Urgent Welfare Concern** - child coming to school hungry, no packed lunch or money to buy a lunch, ill, stealing food, looking malnourished, sudden change in normal

behaviours (withdrawn, weepy, sulky etc.), inadequately dressed- e.g. no coat in winter, wet shoes, persistent lack of glasses over a week. Immediate log in CPOMS, immediate intervention which may be linked to parental contact, speaking to the child or referral to outside agencies as appropriate.

Procedures for dealing with a Disclosure

Any suspected Child Protection issues must be dealt with as a matter of priority. There should be no delay in recording and reporting any instances.

These include:

1. Visible marks on the child that are not satisfactorily explained.
2. Child discloses that they have been abused.
3. Reporting of abuse from other agencies including parents.

All staff must:

Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse

Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

Ensure that all verbal conversations are promptly recorded in writing.

Enter details onto CPOMS immediately and inform the Designated Safeguarding Officer, or if they are not available one of the Deputy DSLs or other designated person immediately. All entries to CPOMS should be recorded in a professional manner. **Language should be precise, specific and appropriate for legal use.**

Staff must not investigate the matter themselves.

Staff should:

- Reassure and support the child. Tell them that they have to report it but that this will be handled confidentially.
- Not disclose to parents.
- Discuss concerns with the DSL, the Principal, a designated person, or the other designated lead in their absence the Principal, as soon as possible and **at least by the end of the morning or afternoon session of that day.**
- Ensure that their actions do not abuse the pupil further or prejudice further enquiries, for example:
 - listen to the pupil, and do not show any signs of shock
 - observe bruises but not to ask a pupil to remove their clothing to observe them
- accept what the pupil says

- stay calm - the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as “What did s/he do next?”. It is our role to listen - not to investigate.
- use open questions such as “Is there anything else you want to tell me?” or “Yes?” or “And?”
- be careful not to burden the pupil with guilt by asking questions like “Why didn’t you tell me before?”
- acknowledge how hard it was for the pupil to tell them
- do not criticise the perpetrator, the pupil might have a relationship with them
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “it will be all right now”.

Recording information

- The disclosure must be recorded in full on CPOMS as recounted by the child.
- If it is observation of bruising or an injury try to record detail, e.g. ‘right arm above elbow’ – indicate on the body diagram on CPOMS. Pass this information to the designated lead immediately.
- note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into ‘proper terms’). Use reported speech.
- CPOMS will alert the DSL and Safeguarding Lead Officer immediately.

Making a Child Protection Referral

Once alerted, the Designated Safeguarding Lead and Officer will immediately review and assess the content of the report and, using their professional judgement, will decide as to whether the following actions are to be taken

to establish the full facts:

- Engage in further discussion with the person who completed the report and add information if appropriate.
- Discuss with other parties i.e. the pupil, parents, other staff members.

Following the initial review, the Designated Safeguarding Officer and Lead will agree the next steps, which may be:

- No further action, but monitor the situation.

- Agree individual pupil support/monitoring. • Seek advice from Children's Social Care
- Referral to Children's Social Care.

If a referral is necessary, an immediate telephone call will be made to Children's Social Care. A full written log of the telephone referral will be made stating the date, time, name of contact and outcomes of the conversation using CPOMS, any further communication including meetings and phone calls will be recorded so that there is a clear trail of reporting and action.

If not satisfied with the response or outcome of the referral, the Designated Safeguarding Officer and Lead will continue to pursue the action by speaking to Team Leaders, Duty Managers and by contacting the Local Authority Designated Officer. The Trust's Designated Safeguarding Leader must be informed of any referrals.

If a member of school staff refers a concern to the DSL but is not satisfied with how it has been dealt with, they should make a referral directly to children's social care.

Supporting pupils

- The staff and governors recognise that a child or young person who is abused or is a witness to violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame
- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- The school will support all pupils by:
 - discussing child protection cases with due regard to safeguarding the pupil and his or her family
 - supporting individuals who are or thought to be in need or at risk in line with LSCB procedures
 - encouraging self-esteem and self-assertiveness
 - challenging and not condoning aggression, bullying or discriminatory behaviour
 - promoting a caring, safe and positive environment.

Confidentiality and Information Sharing

- A pupil's views will be considered by the designated lead in deciding whether to inform the pupil's family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that action.
- The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and Principal will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

When transferring information about Child Protection files, the DSL must ensure that this information is shared confidentially and sensitively following the advice set out in the GDPR guidelines for the sharing of information.

- The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent,
- Where there is a safeguarding concern, staff ensure that the pupils' wishes and feelings are considered when determining what action is to be taken and what services to provide. Systems are in place to enable pupils to express their feelings and give feedback. Ultimately, all systems and processes operate with the **best** interests of the pupils at their heart.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the them or other pupils safe
- Where there are concerns about a pupil's welfare, relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's]welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to the designated person, as soon as possible with a view to passing on the information.

Working with parents/carers

Parents and carers play an important role in protecting their children from harm. In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Children's Social Care. **If you make a decision not to discuss your concerns with the child's parents or carers** this must be recorded in the child's child protection file with a full explanation for your decision.

- Where there are any doubts, the designated lead should clarify with Children's Social Care whether, and if so when and by whom, the parents should be told about the referral.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

Early help for children and families

Most parents can look after their children without the need of help other than from their family or friends.

However, some parents may need additional help from our educational establishment or other services such as the

NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

Our academy works together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2018*, to any child who needs it. We will pool our knowledge within the educational establishment and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will work closely with early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

Supporting Other Pupils

Looked after children and children previously looked after

The member of staff with responsibility for Looked After Children and Previously Looked after Children is **Dawn Thurston**. The relevant information is shared with appropriate staff in relation to a child's looked after status, including contact arrangements with birth parents or those with parental responsibility. This may mean that they are looked after under voluntary arrangements with consent of parents or on an interim or full care order. The relevant staff also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/ her.

The **DSL** holds the details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The academy continues to monitor previously looked after children to ensure that they remain safe.

Private fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child/young person under the age of 16 (18 if a disabled child/young person) who is cared for and provided with accommodation by someone other than:

- a parent
- a person who is not a parent but has parental responsibility

- a close relative • a local authority

for more than 28 days and where the care is intended to continue. It is a statutory duty for schools/establishments to inform the local authority when they are made aware of a child or young person who may be subject to private fostering arrangements.

Safeguarding disabled children/young people

Disabled children/young people have exactly the same human rights to be safe from abuse and neglect, to be protected from harm as non-disabled children/young people. However disabled students are 3-4 times more likely to suffer abuse than those without disabilities as a result of negative attitudes and “created vulnerability” and can also be disproportionately impacted by bullying. Our staff are alert to this and do not ignore signs and indicators nor dismiss them as ‘part of the disability’.

Disabled children/young people also require additional action. Discrimination can lead to disabled children/young people having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (Safeguarding Children, DCSF, July 2009). We ensure that all disabled children/young people are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this, we ensure that staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child/young person. The academy’s accessibility plan is available on the academy website.

Extra consideration will be given if using restraint.

<https://www.gov.uk/government/publications/safeguarding-disabled-children-practiceguidance>

See also:

Ofsted’s guidance to inspectors: Positive environments where children can flourish (Ofsted, March 2018)

<https://www.gov.uk/government/publications/positive-environments-where-children-canflourish>

Use of reasonable force in schools DfE, 2013) www.gov.uk/government/publications/use-ofreasonable-force-in-schools

6. Managing allegations against staff

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school/establishment. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this will be brought to the immediate attention of the Principal. In the case of the allegation being made against the Principal this will be brought to the immediate attention of the chair of the Trust Safeguarding Lead, Jaimie Holbrook. The Principal or Trust safeguarding

lead must discuss with the local authority's designated officer (LADO) the nature of the allegations in order for the appropriate action to be taken.

Dependant on the allegation being made, the Principal will need to:

- Refer to the LADO immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting or evaluation meeting.
- Advise the Disclosure and Barring Service where a member of staff has been disciplined or dismissed as a result of the allegations being founded.
- Staff may have a relationship or association in school or outside (including online) which may have an implication for the safeguarding of children in the school. Where this is the case the member of staff must speak to the school. This may prevent allegations.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk
- For specific guidance on how to respond to allegations against staff, please refer to the **Whistle Blowing Policy** which can be found **on the staff shared area: Staff shared – Policies and on the Southcoates Primary Academy website.**

7. Training

The Principal, Designated Safeguarding Lead, Deputy Leads and Safeguarding Officer will undertake training on child protection every two years in line with statutory requirements. The DSL, Deputy DSL and other designated persons' knowledge and skills should be updated at least annually to keep up with any developments relevant to their role. They should also seek to update their knowledge at regular intervals, as required. This might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments.

All other staff who work with children, will undertake basic awareness Safeguarding and Child Protection training to equip them to carry out their responsibilities for child protection

effectively. This must be kept up to date by refresher training at two yearly intervals, but more frequently if required, and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities at induction.

Any newly appointed Designated Safeguarding Lead must attend DSL level training before taking lead responsibility for safeguarding. The Deputies Designated Safeguarding Lead will take a leading role on safeguarding for the short time that the DSL is waiting to receive their training.

At least one member of the AIC must undertake safeguarding training at least once every two years.

At least one Trustee must also undertake Safer Recruitment training.

All new members of staff will receive child protection training as part of their induction programme. The names of the DSL and the deputy safeguarding leads are shared with new staff as part of the academy's staff induction process. In addition to other relevant policies the following policies **must** be shared with new staff as part of the induction process:

- The child protection policy
- The behaviour policy
- The staff code of conduct
- The safeguarding response to children who go missing from education

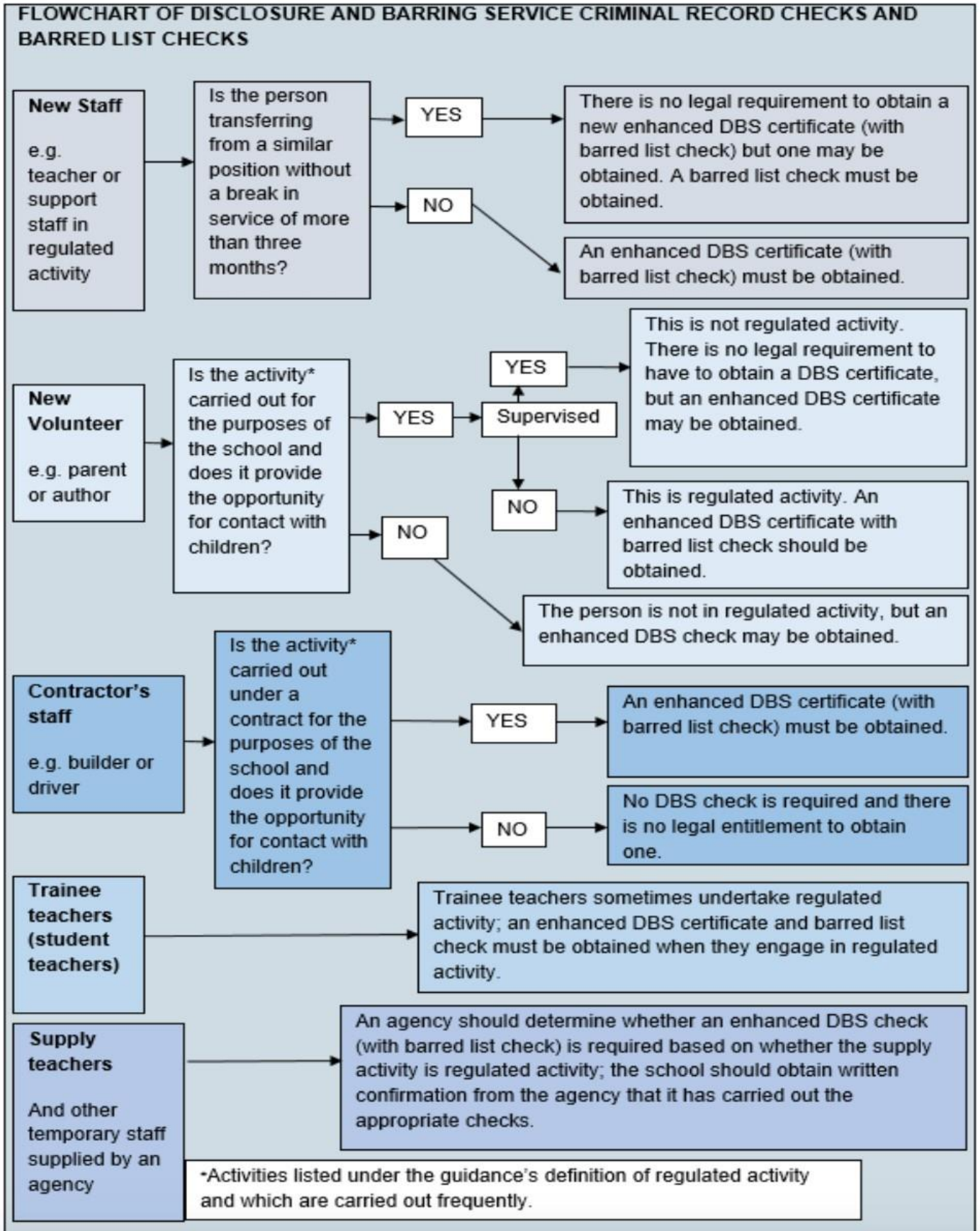
Briefings and updates on child protection and safeguarding procedures (including the signs of abuse and procedures for reporting concerns and disclosures) will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.

At least **one** member of every appointments panel will have gained accreditation through Safer Recruitment training. The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

At any time, staff can access the NSPCC website for information and training and can speak to the Designated Safeguarding Lead for advice.

Safer recruitment and selection

The academy maintains a comprehensive record of the checks that have been carried out to ensure that adults are suitable to work with children. This information is held in the academy's single central record which is available to those entitled to examine this document. It is the principal's responsibility to ensure that this document is kept up to date and holds all of the relevant information. The following process outlines the academy's procedure for vetting new staff:



It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. We ensure that they have a member on every recruitment panel who has received appropriate recruitment and selection training and that all relevant staff are appropriately qualified and have the relevant employment history and checks undertaken to ensure they are safe to work with children/young people.

Volunteers who, on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in schools and colleges, will be in regulated activity. The school or college should obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, the academy may conduct a repeat DBS check (which should include barred list information) on any such volunteer should they have concerns.

The academy is not legally permitted to request barred list information on a supervised volunteer as they are not considered to be engaged in regulated activity.

The academy should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they should consider:

- the nature of the work with children;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check

Details of the risk assessment should be recorded

Disclosure by Association checks are undertaken for staff who work in relevant positions (Childcare Act 2008 – amended 2018)

The academy ensures any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. This is always checked upon arrival to the school. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites.

No contractor is permitted to work unsupervised or engage in regulated activity if they do not have the relevant checks. If self-employed, the academy will consider obtaining the DBS check.

Where a pupil is placed with an alternative provision provider, the academy continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. The academy obtains written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working

at the establishment, i.e. those checks that the academy would otherwise perform in respect of its own staff.

Host Families

An academy may make arrangements for their pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. This might happen, for example, as part of a foreign exchange visit or sports tour, often described as 'homestay' arrangements. If this arrangement is organised by the academy, they are the regulated activity provider. This means that the academy ensures that the suitable checks are made for this regulated activity.

Where the pupils' parent(s) arrange their own homestay, this would be a private arrangement, therefore the academy would not be the regulated activity provider.

8. Current National Safeguarding Issues

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

<https://contextualsafeguarding.org.uk/>

Cultural Issues

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. The Trust does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Forced marriage

Schools/establishments do not support the idea of forcing someone to marry without their consent and will follow LSCB procedures to refer any child and young person immediately to local authority children's services.

Honour based violence

Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school/establishment and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from honour based violence all schools/establishments will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked children/young people

Child/young person trafficking involves moving children/young people across or within national or international borders for the purposes of exploitation. Exploitation includes children/young

people being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud.

Where schools/establishments are made aware of a child/young person being suspected of or actually being trafficked and / or exploited, schools/establishments shall report those concerns to the appropriate agency.

Female genital mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. (Safeguarding in Education 2015).

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. It is a legal requirement that teachers report any concerns regarding FGM to the police as a crime has been committed.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Although FGM takes place between birth and around 15 years old; it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

FGM is practised predominantly in north African countries, the Middle East and Asia. Whilst until recently schools in areas such as London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes where there are large communities of people from these countries may have had more exposure to this issue, it should be noted that FGM can occur anywhere in the UK.

Abuse linked to faith and beliefs

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in a criminal conviction for those using this form of abuse even if the intention is to help the child.

Children Missing Education

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. We encourage the full attendance of all children at school.

All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage. Appropriate staff will receive training in relation to our school and local authority CME procedures.

Where concerns that a child is missing education and/ or because of suspected abuse are raised, these will be reported to the local authority children's services and the Children Missing Education Service to effectively manage the risks and liaise with all relevant agencies. **The Southcoates Primary Academy's Children Missing in Education Policy can be found on the staff shared area in Staff shared – Policies – Southcoates current policies – Non-curriculum policies.**

Roles and Responsibilities of Southcoate Primary Academy with regards to Children Missing in Education (CME):

The academy will enter students on the admissions register at the beginning of the first day on which it has been agreed by the academy.

In the event that a student fails to attend the academy on the agreed or notified date, the academy will undertake reasonable enquiries to establish the reason for this absence, and will consider notifying the LA at the earliest opportunity.

The academy will keep an accurate and up-to-date admissions register by encouraging parents/carers to inform them of any changes.

The academy will monitor students' attendance through our daily register (see Attendance & Punctuality Policy).

The academy will agree with the LA what intervals are best to inform them of students who are regularly absent from academy, or who have missed 10 academy days or more without permission.

Where a pupil has not returned to academy for 10 days after an authorised absence, or is absent from the academy without authorisation for twenty consecutive academy days, the academy will remove the student from the admission register if the academy and the LA have failed to establish the whereabouts of the child after making reasonable enquiries.

The academy will notify the LA if any student is to be deleted from the admission register in the circumstance outlined in Regulation 8 of the Education (Pupil Registration) England Regulations 2006 (as amended in 2016).

Students who remain on the academy roll are not necessarily missing education, but will be monitored and attendance will be addressed when it is poor.

The academy will arrange full-time education for excluded students from the sixth academy day of a fixed period exclusion.

The academy will provide information to the LA regarding standard transitions, if requested to do so by the LA.

Where possible, we will collect a minimum of two emergency contact numbers for each pupil and encourage parents to ensure that these details are passed to schools and updated regularly.

All pupils will be placed and removed from admission and attendance registers as required by law. We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local procedures.

Further information can be found at

<https://www.gov.uk/government/publications/childrenmissing-education>

Domestic abuse

The Government defines domestic abuse as "Any incident of threatening behaviour, violence or abuse psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality". Children/young people may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children/young people, and it will often be appropriate for such children/young people to be regarded as "children in need" under the Children Act 1989. Where there is evidence of domestic violence, schools will report concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place.

We recognise that Domestic Abuse is not confined to partners in current or past romantic relationships, but can occur between adults and children, family members and also child to child e.g. siblings.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

DfE's guide to [Child sexual exploitation - Definition and a guide for practitioners](#) is available here.

If staff have a concern that a child is at risk of or is being sexually exploited they should follow schools' procedures raising a concern for the DSL who may follow this up with discussion with Children's Social Services and/or the police. Remember if you are aware a crime has been committed it should be reported directly to the police.

Child Criminal Exploitation (CCE)

Children and young people can be exploited by their associations and through gang activity. They may suffer exploitation through their use of modern technology such as the internet, mobile phones and social networking sites. Gangs are known to target vulnerable children; some of the factors that heighten a child's vulnerability include:

- Having prior experience of neglect, physical and/ or sexual abuse; Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Social isolation or social difficulties;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other people involved in gangs;
- Having a physical or learning disability;
- Having mental health or substance misuse issues;

- Being in care (particularly those in residential care and those with interrupted care histories).

In order to minimize the risks to children and young people all schools/establishments will ensure that they have in place appropriate measures such as security filtering, and an acceptable use policy linked to their online safety policy. Schools/establishments will ensure that staff are aware of how not to compromise their position of trust in or outside of the school/establishment and are aware of the dangers associated with the internet and other mobile technology.

County Lines

'County Lines' is a national issue involving the use of mobile phone 'lines' by groups to extend their drug dealing business into new locations outside of their home areas. This issue affects the majority of police forces and often includes the exploitation of vulnerable adults or children. <https://www.gov.uk/government/publications/criminal-exploitation-of-childrenandvulnerable-adults-county-lines>

The national picture on county lines continues to develop but there are recorded cases of:

- Children as young as 12 years old being exploited by gangs to courier drugs out of their local area; 15-16 years is the most common age range.
- Both males and females being exploited.
- White British children being targeted because gangs perceive they are more likely to evade police detection.
- The use of social media to make initial contact with children and young people.

Safeguarding children and young people linked to gang activity

Indicators that children may becoming involved with gangs could be the following Persistently going missing from school or home and / or being found out-of-area;

- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

If staff have a concern that a child is at risk of or is being criminally exploited they should follow their school's procedures raising a concern for the DSL who may follow this up with discussion with Children's Social Services and/or the police. Remember if you are aware a crime has been committed it should be reported directly to the police.

We will also endeavour to protect children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We take all reports seriously and will share this information appropriately with other agencies to safeguard all children and young people from harm.

Online Safety

Leaders and staff ensure that the non-statutory guidance available in ‘[Teaching online safety in school](#)’ (DfE, 2019) is considered when providing online safety advice to pupils.

The ICT Policy clearly states that mobile phone or electronic communications with a pupil is not acceptable other than for approved school business e.g. coursework, mentoring. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. Where it is suspected that a child/young person is at risk from internet abuse or cyber bullying schools/establishments will report concerns to the appropriate agency.

The school’s **online safety policy** ([link here](#)) explains how we aim to keep pupils safe in school which includes reasonable filters and monitoring. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Online safety forms part of the academy’s curriculum.

Peer on Peer Abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include:

- sexual violence and sexual harassment
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing harm
- sexting- please see below.
- initiation/ hazing type violence and rituals

At [Southcoates Primary Academy](#), we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. It is possible that girls are more likely to be victims and boys perpetrators but all peer on peer abuse is unacceptable and will not be tolerated.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At **Southcoates Primary Academy**, we will support the victims of peer on peer abuse by **providing support from the Academy Well-being officer; having a zero tolerance approach; having an open door policy and through staff training.**

Bullying

Is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. **The ways in which Southcoates Primary Academy will do this are through: Formal teaching within PSHCE lessons; Supporting Anti-Bullying week; Posters around school; Providing Well-being worker support and by dealing with any incidents immediately through pro-active and sensitive discussions.** If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal and the DSL's will consider implementing child protection procedures.

<https://www.childnet.com/resources/cyberbullying-guidance-for-schools>

Add link to your bullying procedure here.

Child on child violence and sexual harassment

Academies should refer to section 5 of Keeping Children Safe in Education 2018 for guidance on how to manage reports of child sexual violence and sexual harassment.

The DSL will make an informed response on a case by case basis using their professional judgement, supported by other agencies such as child's social services or the police as required. Any victim is reassured that their concerns are being taken seriously and that they will be supported and kept safe.

The DSL is trained to manage reports of child on child violence or sexual harassment. This means that the principles and procedures related to other safeguarding issues such as confidentiality and recording apply to these cases. CPOMs is used to maintain detailed records of these incidents and information is shared with the relevant adults. Recording includes the risk assessments for these pupils in order to keep them safe and these are kept under review by the DSL.

Aspects to consider are:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse; • are there ongoing risks to the victim, other children, adult or academy?
- other related issues and wider context.

The academy will support the victim throughout. Support is tailored on a case-by-case basis. This may include liaison with Children and Young People's Independent Sexual Violence Advisors (ChISVAs), Child and adolescent mental health services (CAMHS), rape crisis centres or the Internet Watch Foundation (to potentially remove illegal images)

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools and colleges should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, the academy will provide a physical space for victims to withdraw.

Should the pupil move to another educational institution, the DSL ensures that the new institution is made aware of the incident so that support can be maintained.

Support is given to the perpetrator. It is important that the perpetrator is provided with an education, safeguarding support as appropriate and any disciplinary sanctions are implemented. This support will be tailored to the needs of the perpetrator. Again, if the perpetrator moves to another educational institution, the DSL ensures that the new establishment is aware of the incident.

Youth produced sexual imagery ('sexting')

The school will act in accordance with UKCCIS advice endorsed by DfE '*Sexting in schools and colleges: responding to incidents and safeguarding young people*' (UK Council for Child Internet Safety 2016)

All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved.

Young people who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. The school will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of YPSI should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to YPSI is more or less serious enough to warrant a report

to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a YPSI issue in relation to a device in the possession of a pupil (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (i.e. it should be confiscated). This is consistent with

DfE advice ***Searching, Screening and Confiscation - Advice for Principal, school staff and governing bodies (DfE February 2014)***, page 11 'After the search'.

Staff will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL.

The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm a referral will be made to Children's Social Care and/or the Police via the MASH immediately.

The Police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported YPSI incident is experimental or aggravated.

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured.

Aggravated incidents of sexting will usually be referred to Multi-Agency Safeguarding Hub (MASH) for advice about whether or not a response by the Police and/or Children's Social Care is required. This will facilitate consideration of whether:

- there are any offences that warrant a Police investigation
- child protection procedures need to be invoked
- parents/carers require support in order to safeguard their children
- a multi-agency sexual exploitation (MASE) meeting is required
- any of the perpetrators and/or victims require additional support. This may require the initiation of a CAF and the offer of early help services

Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)
- evidence of coercing, intimidating, bullying, threatening and/or extortion of pupils by one or more other pupils to create and share indecent images of themselves
- pressure applied to a number of pupils (e.g. all female pupils in a class or year group) to create and share indecent images of themselves
- pressurising a pupil who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent
- sharing of indecent images places a young person is at immediate risk of harm, for example the young person is presenting as suicidal or self-harming

The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident; or whether the school is able to contain the situation in partnership with all parents of the pupils involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will usually consult with the Police and/or Children's Social Care through the MASH to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

Viewing the imagery - adults should **not** view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery.

Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a pupil.

If a decision is made to view imagery, the DSL will be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL will:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the Principal, Children's Social Care or the Education Safeguarding Manager
- ensure viewing is undertaken by the DSL or Deputy DSL with delegated authority from the Principal
- ensure viewing takes place with another member of staff present in the room, ideally the Principal, another DSL or a member of the senior leadership team. The other staff member does not need to view the images
- wherever possible ensure viewing takes place on school or college premises, ideally in the Principal or DSL's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- record the viewing of the imagery in the pupil's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

Deletion of images - if the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

'Up skirting'

Changes to the Voyeurism (Offences) Act 2019 now criminalise the act of 'up skirting'. The [Criminal Prosecution Service \(CPS\)](#) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

Staff should follow the same advice outlined for incidents of youth produced sexual imagery. Please note that when substantiated, this is a criminal act and the police should be informed.

Prevent

The Prevent strategy forms part of the Government's overall counter terrorism strategy. Its aim is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. It addresses all forms of terrorism, but prioritises according to the threat posed to national security.

The Counter-Terrorism and Security Act 2015 imposes a statutory duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. The government has produced guidance (issued under section 29 of the Act) for specified authorities, which they must have regard to when complying with the duty.

Schools and registered childcare providers (excluding further and higher education) are subject to specific prevent duty guidance. Information about this can be found in the schools and registered childcare providers section of the prevent duty guidance in England and Wales which is available at <https://www.gov.uk/government/publications/prevent-dutyguidance>

Channel

Channel forms part of the Prevent strategy. It is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Schools statutory duties will include referral of vulnerable individuals who are at risk. Information about schools' duty with Channel can be found in the Channel duty guidance at the above link.

All staff employed by the academy and members of the governing body are required to complete Prevent training.

Prevention in the Curriculum

- The academy recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme delivered within our curriculum in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
 - safely explore their own and others' attitudes
 - recognise and manage risks in different situations and how to behave responsibly
 - judge what kind of physical contact is acceptable and unacceptable
 - recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
 - use assertiveness techniques to resist unhelpful pressure - E-Safety

The use of reasonable force

There are circumstances when it is appropriate for staff in the academy to use reasonable force to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The Principal of the academy ensures that staff receive Team Teach training to use positive handling techniques effectively and in the appropriate circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff consider the risks and recognise the additional vulnerability of these groups. They also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

Related Policies

This policy should be read in conjunction with:

- Staff Code of Conduct
- Attendance Policy (Including CME Policy)
- Behaviour Policy
- ICT Policy
- Online Safety Policy
- Whistleblowing Policy

- Keeping Children Safe in Education

Additional Contacts

Local Contacts

Early Help and Safeguarding hub (EHASH) 01482 448879

Local Authority Designated Officer (LADO) 01482 790933

Social Services – East Offices 01482 615075

The Enquire Learning Trust

National Contacts

NSPCC 0808 800 5000

9. Appendix A - Named safeguarding officers pro forma

The school's/establishments 'Designated Safeguarding Lead' is:

Dawn Thurston

If they are not available then the school/establishment's alternate lead is:

Ted Chamberlain or Tom Libera

The academy's Named Safeguarding Governor is: Jane Johnson

The academy's Chair of Governors is: Becky Clayton

The Local Authority's Designated Officer (LADO) for Local Authority is:

Jacquie Edhouse Jacquie.edhouse@hullcc.gov.uk 01482 790933 or 01482 613372

The Enquire Learning Trust's Designated Officer for allegations against the Principal is:

Jaimie Holbrook Jaimie.holbrook@enquirelearningtrust.org 07864904694

10. Appendix B: REFERRAL GUIDANCE

Reasons why some people hesitate to report abuse

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The ‘rule of optimism’ – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child’s retraction
- Allowing a temporary improvement in the child’s situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

Why children can’t tell about abuse

- Threats from abuse – withdrawal of ‘favours’ or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child’s world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalized abuse
- Thinks won’t be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks it’s normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system, particularly for children with disabilities and from ethnic minorities
- Hasn’t got adult permission to tell
- Lack of appropriate language skills

Why refer?

- Children have the right to be safe

- Adults have a responsibility to protect children • Abuse is damaging.
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection

For guidance and support, contact the Children’s Social Care Team on:
0161 342 4465/4215/4155/4466/2693/4139

11. Appendix C: Safeguarding/Child Protection Policy – Safeguarding Children Summary for use by temporary staff, volunteers and significant visitors

1. Child Protection – your immediate contacts within Southcoates Primary Academy.

Designated Safeguarding Lead/Safeguarding Officer: Dawn Thurston

Deputy Safeguarding Leads/ Officers: Ted Chamberlain and Tom Libera

Information on other staff, Governors, The Enquire Learning Trust, Local Authority and other agencies involved with safeguarding procedures and practices is available on request.

2. Southcoates Primary Academy’s Safeguarding/Child Protection Policy – Safeguarding Children

This document is a brief summary of do’s and don’ts in relation to maintaining the school’s processes and practices regarding its safeguarding policy. The full policy is available on our website, hard copies on request and kept in the school Policies file. We request that, as a temporary member of staff or significant visitor, you operate within this document.

3. What is expected of you regarding Safeguarding during your time with us

- 3.1 Irrespective of your status within the school, it is important you view the safety and well-being of our children as paramount whilst you remain on the premises.
- 3.2 If a child tells you something (we call this a disclosure) the following guidelines must be adhered to:
 - Allow them to speak freely.
 - Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting their listener.
 - Give reassuring nods or words of comfort – “I’m so sorry that this has happened”, “I want to help”, “This isn’t your fault”, “You are doing the right thing by talking to me”.
 - Don’t be afraid of silences – remember how hard this must be for the pupil.

- **Under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too or, what does the pupil's mother think about this.
- At an appropriate time, tell the pupil that in order to help them you must pass on the information.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying such things as “I do wish you had told me about this when it started” or “I can't believe what I'm hearing” may be the staff members way of being supportive, but may be interpreted by the child to mean that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go to see the Designated Safeguarding Officer. Otherwise, let them know that someone will come to see them before the end of the day.
- Report verbally to the Principal even if the child has promised to do it by themselves.
- Write up their conversation as soon as possible and hand it to the designated person.
- Seek support if they feel distressed.
- The matter will then be actioned in keeping with the School's Policy.

Please be aware of the limitation of your role in the matter and appreciate that, although you are seeking to help the child, it is for other agencies with statutory powers to act beyond the initial referral. **Please remember, we are the agents of referral not investigation.**

These procedures must also be followed if you **witness something**.

4. Confidentiality

- 4.1 In all instances of alleged cases of abuse or when disclosures or complaints are made, it is vital that each matter is handled safely and professionally for the sake of those involved. Allegations of abuse are extremely serious matters, affecting the lives of those involved. **You must not discuss the content of any allegation with anyone, other than those who need to know.**
- 4.2 You must never guarantee confidentiality to a child who discusses any matter with you, nor agree to keep a secret as there is the possibility that what is divulged by the child may constitute a child protection issue that must be reported for action.

5. Additional Information

- 5.1 Additional significant policies supporting Child Protection
If you stay with us for a term or more, then you must refer to copies of other school policies e.g. Behaviour/Anti-Bullying Policy, Health and Safety Policy etc. If you remain with us for more than a period of a term you will be expected to sign to the effect that you have read and understood both the Child Protection/Safeguarding and Behaviour/Anti-Bullying Policies.

- 5.2 Recording incidents – each site has a means for recording information. Please ask staff you work with to refer to you the best document to use and how best to log your entry.

Signs of child abuse and neglect

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities.

Key features

There are few physical signs, more likely to be emotional and behavioural factors.

- Aggression
- Withdrawn
- Self harming, including eating disorders
- Drawings of sexually explicit behaviours
- Promiscuity/ precociousness
- Inappropriate sexualised conduct
- Sexually explicit behaviour
- Reluctance to remove clothing for swimming or PE

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Whilst there is often a focus on 'stranger danger', studies indicate that over 90% of cases involve a known adult.

The internet has increased the risk of non-contact sexual abuse and children and parents must be alert to these dangers when online.

Neglect

Neglect is the failure to meet a child's physical and or psychological needs.

Key features

- Persistently hungry
- Inadequate clothing for the child's size, weather or time of year
- Underweight for age
- Frequent school absences
- Poor health
- Emotionally needy



High Risk Factors

- Families with complex needs
- Parental substance use
- Poor parental mental health
- Parents with learning difficulties
- Children with disabilities
- Families with past history of childhood abuse

Physical Abuse

Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illnesses.

Key features

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non- mobile children
- Injuries in unusual areas or with well-defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered
- Reluctance to remove clothing for swimming or PE
- The parents are uninterested or undisturbed by an accident or injury

Further Information

The statutory guidance for schools is set out in the following documents:

Keeping Children Safe in Education (2018)

Working Together to Safeguard Children (2018)

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child.

Key features

- Development delay.
- Abnormal attachment to parent/ carer.
- Low self-esteem.
- Lack of confidence.
- Inappropriate emotional response.

12. Appendix D: Signs of child abuse and neglect poster